

VISIT...

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Tutor Teaching Tips

Lesson 53: *r*-Controlled *e*, *u*, *i* • Part 1

MATERIALS

Letter page

Introducing *r*-Controlled *e*, *u*, *i*



10–15 minutes

Point to each word under the pictures as you read it out loud. Point out that although the spellings of the three words are all different, the vowel sound is the same in each word. Re-read the words with the child and have him/her listen for the vowel sound. Explain that when these vowels are followed by the letter *r*, they can stand for the /ûr/ sound, which is neither long nor short. Have the child read the example words at the bottom of the page. Point out the *ear* in the word *learn*. Explain that there are only a few words in which the letters *ea* combined with *r* stand for the /ûr/ sound. Most of the time the vowel sound will be a long *e* or a short *e* sound. If a child finds a word that has *ea* plus *r* that he/she doesn't know, he/she should first try the long *e* sound, then short *e*, and then the *r*-controlled sound. But, above all, the child should use the context to think what word would best make sense in the sentence.

Word cards

Have the child sort the *r*-controlled *a* words into word families: *-erk*, *-irl*, *-irt*, *-urn*, *-urt*.

Blend Words



5–8 minutes

Letter cards:
d, r, t, l, f, s, h,
k, i

Give the child the letter cards *i* and *r* and have him/her put them together and say the sounds: /ûr/. Have the child add the letter *t* to the end of *ir*, and blend the sounds together: /ûr/ /t/. Then give the child the letter *d* and have him/her place it at the beginning of the word. Have the child run his/her finger under the letters as he/she blends the sounds: /d/ /ûr/ /t/. Ask the child to replace the letter *d* with the letters *sh*. Have the child blend the sounds of the new word. Repeat with the words *skirt* and *flirt*.

Letter cards:
u, r, n, b, t, c, h

Repeat with the letters *u* and *r*, and have the child say the sounds. Then have him/her add *n* to the end of *ur* and blend the sounds. Have him/her add *b* and blend the word *burn*, replace *b* with *t* and blend the word *turn*, and then replace *t* with *ch* and blend the word *churn*.

Game cards

Spread the cards out face down on the table. Have the child turn over two cards and read the words. If the words rhyme, the child can keep the cards. If not, the child turns the cards over. It is now your turn.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
full, once, pull

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then spell the word out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Point out that the words *full* and *pull* rhyme and have the same ending.

Flash card:
purple

Read the new story word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Point out the *r*-controlled sound in the middle of the word.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 53: *r*-Controlled *e, u, i* • Part 2

MATERIALS

Letter page

Letter cards:
complete set

Flash cards

Practice sheet

Decodable book:
Curls that Swirl

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the *r*-controlled words.

Give the child the letter cards and have him/her use them to make as many *r*-controlled *a* words as he/she can. Have the child start with the letters *ur* and add consonants to make new words. Then have the child use the letters *ir* and add consonants, and finally have the child use *er*. There are many words the child can make. Some examples are: *curb, curl, fur, burn, hurt, sir, stir, whir, girl, twirl, bird, third, first, thirst, fern, stern, jerk, clerk*. Write each word the child makes on a sheet of paper. If the child has difficulty, say some words and help the child identify the sounds and find the consonants to make the word.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word in the row as he/she runs his/her finger under the letters. Then have the child say the whole word.

Ask the child to read the review words in row 2. Review the different *r*-controlled vowel sounds.

Have the child read the high-frequency words as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases and the sentences, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to explain why the girl was unhappy with her hair. Ask how the problem with her hair was solved.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

r-Controlled ***e, u, i***



fern



church



bird

herb **jerk** **learn** **smirk**

first **birth** **curb** **lurk** **nurse**



jerk

clerk

perk

girl

swirl

whirl

dirt

flirt



shirt

skirt

burn

churn

spurn

turn

hurt

spurt



Letter Cards

Lesson 53: *r*-Controlled *e*, *u*, *i*

d

r

t

t

f

l

s

h

c

g

b

w

j

t

i

k

u

n

e



earn

learn

germ

term

smirk

shirk

swirl

twirl

first

thirst

shirt

skirt

purse

nurse

fur

spur

pull

full

once

after

over

some

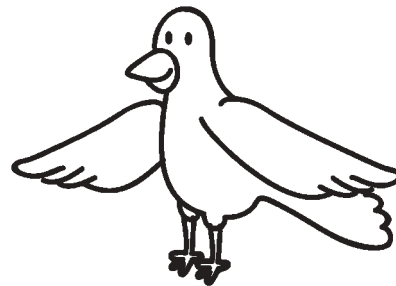
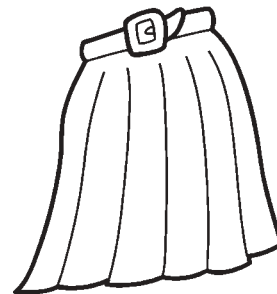
took

purple

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	girl • curl • swirl • twirl • shirt skirt • bird • hurt • nerve • first dirt • germ • stern • burn • turn
2 Reviewed words	sore • for • your • hard • stars hair • air • dare
3 New h-f words	there • even • they • she • said have • me • I • over • full • pull
4 Reviewed h-f words	took • some • after • over
5 Phrases	swirl and twirl dirt and germs the first bird
6 Sentences	The bird twirled and swirled. The girl in the skirt will turn.

INSTRUCTIONS: Have the child find the names of the objects in the box and write the names under the pictures.



bird
nurse

skirt
fern

herb
girl